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ABSTRACT

This handbook provides guidelines for the evaluation of compensatory and bilingual education programs in New Jersey. Each local education agency (LEA) is required to complete an annual evaluation of previous year program information for basic skills programs funded totally or in part by state and federal resources. Bilingual and English-as-a-second-language (ESL) programs have special reporting requirements. In addition, separate federal requirements exist for projects funded with resources under Chapter 1 of the Education Consolidation and Improvement Act. LEAs must report: (1) supportive services and participants; (2) program staff; and (3) racial and ethnic group summaries. Evaluations reported must contain dual process and outcome questions. Potential audiences and the questions an evaluation agency might answer for each audience are summarized in chart form. Instructions for completing the various evaluation forms to ensure that they are properly recorded are included, with sample forms. Ten appendices provide full-time equivalent and age-to-grade conversion tables, achievement data review checklists, a bilingual code sheet, test and subtest codes, a percentile-to-normal curve equivalent conversion table, equivalent statewide standards, empirical norming dates, and implementation codes. (SLD)

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A GUIDELINES AND INSTRUCTION MANUAL

COMPENSATORY AND BILINGUAL EDUCATION PROGRAM EVALUATION SUMMARY

ACADEMIC YEAR 1987-88

U.S. DEPARTMENT OF EDUCATION
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NEW JERSEY STATE DEPARTMENT OF EDUCATION

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A Guidelines and Instruction Manual

COMPENSATORY AND BILINGUAL EDUCATION PROGRAM EVALUATION SUMMARY

Academic Year 1987-88

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ACKNOWLEDGEMENTS

The director of the Division of Compensatory/Bilingual Education gratefully acknowledges the assistance provided by staff who were involved in the development of A Guidelines and Instruction Manual: Compensatory and Bilingual Education Program Evaluation Summary for reporting academic year 1987-88 basic skills and bilingual program data.

The document was revised by the LEA/SEA Committee members and edited by Howard Shelton, Darlene Mincy and Linnea Weiland. Special appreciation is extended to the LEA/SEA Basic Skills Review Committee for its suggestions and review.

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FOREWORD

EVALUATION FOR ACADEMIC EXCELLENCE

Reaching higher standards of academic excellence requires clear educational goals and objectives for all programs. The assessment and evaluation reporting procedures mandated by Chapter 1 of the Education Consolidation and Improvement Act (ECIA) and New Jersey State Chapter 212 for Basic Skills, Bilingual and ESL Programs for public and non-public program participants, is one step in the planning to achieve these higher academic standards. Evaluating and analyzing student achievement locally, statewide and nationally allows for comparison of educational progress.

Evaluation results enable local districts, states and the nation to monitor the progress of skill improvement among students and to incorporate such information into program development activities. Evaluation data provide the benchmark against which we can evaluate the effectiveness of projects/programs.

Sylvia M. Roberts, Ph.D., Director
Division of Compensatory/Bilingual Education

EVALUATION SUMMARY-ACADEMIC YEAR 1987-88

DISCUSSION

Each local educational agency (LEA) is required to annually complete an evaluation summary of previous year program information for basic skills programs funded totally or in part by state and federal resources. In addition, bilingual/ESL and ESL-only programs must submit the following: exit report and achievement data in reading, writing, mathematics and ESL for all students in these programs and achievement data by program area for limited English proficient students also participating in supplemental ESL and basic skills services. All districts are required to report participant information and program impact data.

Additionally, separate federal reporting requirements are necessary for projects funded totally or in part with ECIA Chapter 1 resources. LEAs must report:

- Supportive services and participants;
- Program staff; and
- Racial/ethnic group summary.

For the academic year, September 1 - June 30, 1987-88, evaluation summary data should be submitted to the state education agency (SEA) by July 15, 1988. Test score information may be reported apart from the descriptive data, but should not be submitted later than August 15, 1988. If there are delays in test scoring or data compilation, the county superintendent of schools should be notified in writing that the LEA test data have not been received from the scoring company.

All evaluation summary report forms will be computerized. Therefore, please do not change the forms. Data should be reported as indicated in the directions or should be reported as attachments to the forms. District and county codes must be recorded on each page of the report forms.

The following evaluation models can be used by the districts:

- Model A-1. In this model, the district compares pre- and posttest scores on a standardized, normed test. Gains are reported in normal curve equivalents (NCEs).

- Model A-2. In this model, the district administers a normed and non-normed test at pretest time. These tests are equated so that the norms can be used to convert the pre- and posttest scores into NCEs.

At some grade levels districts report evaluation data using neither of the above models. This "non-model" method of reporting compares the distribution of scores at pretest and posttest. The district may use a criterion-referenced instrument to assess basic skills (usually at grades K and 1) or the district may use the HSPT to assess skills in grade nine.

Regardless of the method of evaluation used, districts must use one of two options for scheduling pretests and posttests;

- Fall to Spring. In this option the district uses a pretest from the fall of 1987 and a posttest from the spring of 1988. The pretest is not used for program selection, except in the case of new entrants without previous test scores.

- Spring to Spring. The district uses the spring 1987 test as a pretest and the spring 1988 test as a posttest. In this case the pretest is used for assessment and selection.

The New Jersey State Department of Education is concerned about overtesting and wishes to avoid duplicate testing wherever possible. Thus, for the 1987-88 school year, the following is permissible for grade nine only:

> Students may be pre- and posttested with a test which does not have national norms (e.g., the HSPT) to satisfy Chapter 1 and state compensatory education (SCE) evaluation requirements. Normal curve equivalent (NCE) scores are not required for grade nine evaluation for 1987-88.

Please note, however, that the evaluation requirements are not being eliminated. Only the requirement to obtain normal curve equivalent (NCE) scores for grade 9 is modified for the 1987-88 school year.

PURPOSE AND SCOPE OF EVALUATION

The purpose of evaluation is to determine the effectiveness of a project by objective means. In general, evaluation has two main functions:

- To determine whether a project is successful in meeting its objectives (outcome evaluation); and

- To determine some of the underlying factors associated with its success (process evaluation).

The evaluation process is aimed specifically at helping policymakers, program staff, and project administrators make formal decisions concerning the projects.

The dual focus on both "outcome" and "process" questions allows an evaluation to serve multiple purposes. Besides the obvious question of accountability, the evaluation process provides a justification for the expenditure of resources for a project/program.

Unit of Analysis

The unit of analysis for most of the outcome evaluation is the "Project Area." For evaluation purposes, the following definition is used:

> A project is a set of methods, materials, personnel, and activities which defines an instructional treatment which is judged to be uniform for all those the project serves in all sites. A project may have multiple funding sources, provide several different types of instructional and/or support services, exist in several different sites, and serve several different grades. The important requirement is that the treatment be defined tightly enough to distinguish it from other instructional approaches which may have similar objectives. Individualized instruction may be considered as a single project as long as needs are assessed and treatment is prescribed systematically and consistently. If the instructional experience of students is the same from site to site, then sites can be combined under a single project designation. If this is not true, then sites should be designated as separate projects.

Evaluation Audience

Program evaluation is of little value unless some use is made of the results. The challenge of program evaluation reporting is to present the kind of evidence that will demonstrate that the projects are worthwhile. Potential audiences to which the local educational agency, the state educational agency or the United States Department of Education (USDOE), disseminate project impact data are different and distinct.

Providing timely reports to various audiences is one way to ensure that the evaluation results will be used. The reports should include detailed description and thoughtful analysis of the way the project took shape and operated.

Charts of Potential Audiences

The charts below show potential audiences and questions an evaluation report might answer for each audience.

Local Educational Agency (LEA)

Who wants to know?	What might they want to know?	How might they learn about it?
Administrators	How well is the district doing? What are the implications for the district?	Brief report, building-level summaries
Supervisors	What are the program strengths and weaknesses?	Detailed reports, meetings
Teachers	How well are the district, school and classroom doing? How well am I doing?	Brief reports, presentations, summaries, building-level meetings
Public	How well are the district and each school doing? What will happen next?	Presentation to the board of education, fliers, newsletters, brief reports

State Educational Agency (SEA)

Who wants to know?	What might they want to know?	How might they learn about it?
LEAs	How does my district compare with other districts in the state?	Summary of state report, Catalog of Descriptions
Legislature	What are the numbers of students served? How much money was spent? What are the results? What are the implications for the state?	Report to legislature, summaries
USDOE	What are the numbers of students served? What are the services provided? What are the test results? What are the implications?	Federal Report
Public	What is the "state of education?"	Commissioner's annual address, news releases, brief reports/summaries

U.S. Department of Education (USDOE)

Who wants to know?	What might they want to know?	How might they learn about it?
Administrators	Is the program cost effective? What are the group results? What are the national implications/ trends?	Annual report to Congress, summary of state report
SEAs	How does the state compare with other states in the country? What are the trends?	Evaluation summaries to states
Congress	Is the program cost effective? What are the national implications/ trends?	Annual report to Congress, summary of state report

INSTRUCTIONS FOR COMPLETING ACADEMIC YEAR 1987-88 PROGRAM EVALUATION SUMMARY FORMS

PART I - SUPPORTIVE SERVICES AND PARTICIPANTS

Section A - Supportive Services

Section B - Program Staff

Section C - Racial/Ethnic Group Summary

MIS H040030689

County: _____ District: _____

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

PROGRAM EVALUATION SUMMARY

PROGRAMS:
BASIC SKILLS IMPROVEMENT (Chapter I and SCE)
BILINGUAL and ESL (Local, State, Federal)

SCHOOL YEAR 1987-88
School Term September 1—June 30

SEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

PART I **SUPPORTIVE SERVICES AND PARTICIPANTS (CHAPTER I ONLY)**

SECTION A **Supportive Services (Chapter I Only)**

TYPE OF SERVICE		NUMBER OF STUDENTS			
		PUBLIC	NON-PUBLIC	NEGLECTED & DELINQUENT	TOTAL
(1)		(2)	(3)	(4)	(5)
1a	Attendance*				
2a	Social Support Services*				
3a	Child Study Examination				
4a	Guidance				
4b	Counseling				
4c	Other*				
5a	Health				
5b	Eye Glasses				
5c	Physical Examination				
5d	Physical Testing*				
5e	Physical Therapy*				
5f	Other*				
6a	Nutrition*				
7a	Pupil Transportation*				
8a	Other*				

*BRIEFLY DESCRIBE THE TYPE OF SERVICES PROVIDED ON THE BACK OF THIS FORM. ATTACH ADDITIONAL SHEETS AS NECESSARY

INSTRUCTIONS:

PART 1 - SUPPORTIVE SERVICES AND PARTICIPANTS (CHAPTER 1 ONLY)

Enter the county and district names and codes.

Section A - Supportive Services

Lines 1a to 8a:

For each school type (public, non-public, and neglected or delinquent), enter the number of students that receive the listed Chapter 1 supportive services during the regular school term. Where requested, specify the type of supportive services provided. Attachments to this form may be used to describe specific details. Do not change headings or categories listed on this form to accommodate additional data. Enter the total number of students receiving a particular service in Column 5.

County: _____ District: _____

SEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

PART I

SECTION B **Program Staff (Chapter I Only)**

REFER TO INSTRUCTIONS BEFORE COMPLETING THIS SECTION

A. JOB CLASSIFICATION (1)		B. FULL-TIME EQUIVALENT (FTE)			
		PUBLIC (2)	NON-PUBLIC (3)	NEGLECTED & DELINQUENT (4)	TOTAL (5)
1	Administrative Staff	•	•	•	•
2	Teachers	•	•	•	•
3	Aides (Instructional)	•	•	•	•
4	Curriculum Specialists	•	•	•	•
5	Resource Personnel	•	•	•	•
6	Psychologist	•	•	•	•
7	Medical/Dental	•	•	•	•
8	Social Services	•	•	•	•
9	Aides (Non-Instructional)	•	•	•	•
10	Clerical	•	•	•	•
11	Other (specify)	•	•	•	•
12	Total Number Program Staff	•	•	•	•

INSTRUCTIONS:

PART 1 - SUPPORTIVE SERVICES AND PARTICIPANTS (CHAPTER 1 ONLY)

Enter the county and district names and codes.

Section B - Program Staff

Program staff are staff members funded totally or in part by ECIA Chapter 1 who render direct and personal services. Examples of reportable program staff include:

- certified classroom teachers,
- long-term substitute teachers,
- consultants or supervisors of instruction,
- school librarians,
- nurses,
- guidance personnel,
- secretarial and clerical staff,
- instructional aides or teaching assistants, and
- home/school coordinators

Lines 1 to 11:

For each job classification, enter the number to the nearest tenth of full-time equivalent (FTE) public, non-public, neglected or delinquent school staff who were employed by ECIA Chapter 1. To determine the FTEs for each job classification, refer to the Full-time Equivalent Tables (see Appendix A) to calculate the FTEs. Count the FTEs in terms of hours paid for by Chapter 1 funds only.

The decimal point is pre-printed in the appropriate space on the reporting form. If the decimal place is equal to zero, enter a zero in the decimal space on the form: 7 FTEs would be entered as 07.0.

Line 12:

Enter the total number of program staff (public, non-public, neglected or delinquent) by job classification in Columns 2, 3 and 4. The total of the numbers in Columns 2, 3 and 4 must equal the number in Column 5.

Instructions for Using of the FTE Conversion Tables

To convert part-time staff hours per week to full-time equivalents (FTEs), find the table that corresponds to your LEA's full-time work week for each job classification (see Appendix A). For each staff member in that job classification, find the FTE for that staff member's hours per week; then add the FTEs for all staff in that particular job classification.

For example:

The job classification is Chapter 1 Instructional Aides.

The district defines the full-time work week as 35 hours for the job classification.

There are five non-public school instructional aides that were employed in the Chapter 1 program:

1 worked 35 hours per week
2 worked 10 hours per week
2 worked 15 hours per week

The FTEs should be located in the "35 Hour Week" table and the results would be :

1 @ 35 hrs. = 1 x 1.0 = 1.0 (FTE)
2 @ 10 hrs. = 2 x 0.3 = 0.6 (FTE)
2 @ 15 hrs. = 2 x.0.4 = 0.8 (FTE)

Total = 02.4 (FTE)

Thus, 02.4 would be entered in the Program Staff Table on line 3, Column 3.

County: ____ ____ District: ____ ____ ____ ____

PART I

SECTION C

Racial/Ethnic Group Summary (Chapter I Only) (Public Only)

SEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

Instructions: For the total number of students reported in PART II, COLUMNS 2, 3, 8, 9, 14 and 15, record the number of public school Chapter 1 participants (male/female) by racial/ethnic group membership in the following table.

GRADE	AMERICAN INDIAN ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
PRE-K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
TOTALS										

County: ____ ____ District: ____ ____ ____ ____

PART I

SECTION C

Racial/Ethnic Group Summary (Chapter I Only)
(Non-public, Neglected/Delinquent)

SEA USE ONLY
ORIGINAL ____ ____ ____ (Mo. Day Year)
REVISION ____ ____ ____ (Mo. Day Year)
____ ____ ____ (Mo. Day Year)

Instructions: For the total number of students reported in PART II, COLUMNS 4, 5, 6, 7, 10, 11, 12, 13, 16, 17, 18, and 19, record the number of participants (male/female) by racial/ethnic group membership in the following table.

GRADE	NON-PUBLIC										NEGLECTED/DELINQUENT									
	AMERICAN INDIAN ALASKAN NATIVE		ASIAN/PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC		AMER. INDIAN ALA. NATIVE		ASIAN/PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
PRE—K																				
K																				
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
TOTALS																				

INSTRUCTIONS:

PART 1 - SUPPORTIVE SERVICES AND PARTICIPANTS (CHAPTER 1 ONLY)

Enter the county and district names and codes.

Section C - Racial/Ethnic Group Summary

Columns 2 to 21:

For the public, non-public and neglected/delinquent group summaries, enter by grade level and gender the number of students funded totally or in part by ECIA Chapter 1.

Enter the total numbers at the bottom of each chart. The number of Chapter 1 students recorded in Part I, Section C should agree with the number of BSI participants recorded in Part II, Section A, Columns 2-19.

PART II - BASIC SKILLS IMPROVEMENT PROGRAM PARTICIPANTS

Section A - Project Area Participants Funded Totally or in Part by Chapter 1 Funds

Section B - Total Number of BSI Participants Funded Totally or in Part by Chapter 1 Funds

County: _____ District: _____

PART II

BASIC SKILLS IMPROVEMENT PROGRAM PARTICIPANTS (CHAPTER 1 FUNDS ONLY)
(Unduplicated Count)

SCHOOL YEAR 1987-88

SEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

Grade	SECTION A: Project Area Participants Funded Totally or in Part by Chapter I Funds																		SECTION B Total Number of BSI Participants Funded Totally or in Part by Chapter I Funds					
	Both Communication and Computation						Communication Only						Computation Only						Unduplicated Counts					
	PUBLIC		NON-PUBLIC		N & D		PUBLIC		NON-PUBLIC		N & D		PUBLIC		NON-PUBLIC		N & D		PUBLIC		NON-PUBLIC		N & D	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)
PRE-K																								
K																								
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																				15				
12	27																							
TOTALS																								

INSTRUCTIONS:

PART II - BASIC SKILLS IMPROVEMENT PROGRAM PARTICIPANTS (CHAPTER 1 ONLY)

Enter the county and district names and codes.

This form should be used to report unduplicated counts of student participants in basic skills improvement projects funded totally or in part with Chapter 1 monies during the 1987-88 school year. Only students enrolled in a communications and/or computation project should be counted. **LEP students enrolled in a Chapter 1 communication (reading/writing/supplemental ESL) and/or computation project should be counted and included on this form.**

Students receiving BSI services funded solely by local and/or SCE monies should not be reported on this form.

Section A - BSI Participants Funded Totally or in Part by Chapter 1

Enter the unduplicated count by grade level of students who received BSI instruction funded totally or in part with Chapter 1 monies. This section must reflect school designation (public, non-public, and neglected or delinquent) area or areas of instruction, and gender. The Age-to-grade Conversion Table in Appendix B should be used for ungraded settings.

It is important to note that in completing this section, student counts recorded in Section A should be compiled by area of instructional content. If a student participates in both communication and computation projects funded totally or in part by Chapter 1, he or she is entered in Section A, Columns 2 to 7 only.

Columns 2 to 7: Both Communication and Computation

Enter by grade, gender and school designation the total number of students who participated in both a communication and computation project funded totally or in part by Chapter 1. Students counted in these columns should not be included in any other columns in Section A of this form.

Columns 8 to 13: Communication Only

Enter by grade, gender and school designation the total number of students who participated only in a Chapter 1-funded communication project.

Columns 14 to 19: Computation Only

Enter by grade, gender and school designation the total number of students who participated only in a Chapter 1-funded computation project.

Section B - Total Numbers of BSI Participants Funded by Chapter 1 (Unduplicated Counts)

Column 20:

Add Columns 2, 8, and 14 and enter by grade the total number of male public school, Chapter 1-funded BSI participants.

Column 21:

Add Columns 3, 9 and 15 and enter by grade the total number of female, public school, Chapter 1-funded BSI participants.

Column 22:

Add Columns 4, 10 and 16 and enter by grade the total number of male, non-public school, Chapter 1-funded BSI participants.

Column 23:

Add Columns 5, 11 and 17 and enter by grade the total number of female, non-public school, Chapter 1-funded BSI participants.

Column 24:

Add Columns 6, 12, and 18 and enter by grade the total number of male, N/D, Chapter 1-funded BSI participants.

Column 25:

Add Columns 7, 13 and 19 and enter by grade the total number of female, N/D, Chapter 1-funded participants.

Totals:

Add the numbers in Columns 2-25 and enter the total for each column.

PART III - STUDENT EXIT RECORD

Section A - Bilingual/ESL and ESL Only

Section B - BSI Participants Funded Totally or in Part with SCE

County: _____ ☐☐ District: _____ ☐☐☐☐

PART III—SECTION A **STUDENT EXIT RECORD: BILINGUAL/ESL AND ESL—ONLY**

SEA USE ONLY
ORIGINAL ☐☐☐ (Mo Day Year)
REVISION ☐☐☐ (Mo Day Year)
☐☐☐ (Mo Day Year)

Please check one: ☐ Bilingual/ESL ☐ ESL—Only

GRADE	First-Year Students (Entered 9/87-6/88)		Second-Year Students (Entered 9/86-6/87)		Third-Year Students (Entered 9/85-6/86)		Fourth-Year Students (Entered 9/84-6/85)		Fifth-Year Students (Entered 9/83-6/84)		Sixth-Year Students (Entered 9/82-6/83)		Seventh (Eighth, etc.) Year Students (Entered before 6/82)	
	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Pre-K														
K														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
Spec. Ed.														
TOTALS														

INSTRUCTIONS:

PART III - STUDENT EXIT RECORD

Section A - Bilingual/ESL and ESL Only.

Enter the county and district names and codes.

This form is used to report student exit information for bilingual/ESL and ESL-only program students who have participated in these programs for one, two, three, etc. years. **Students who have transferred out of the district or who have dropped out of school should not be included in this report.**

Bilingual program districts should check the box marked "Bilingual/ESL" and complete the form for those students in bilingual/ESL programs. Those bilingual districts which also have students in an ESL-only program should duplicate the form, check the box marked "ESL-only" and enter the information requested.

ESL-only districts should complete this form and check the box marked "ESL-only."

Column 2:

Enter the total number of first-year students by grade. Enter special education students separately at the bottom. These are students who enrolled in the bilingual/ESL or ESL-only program between September 1987 and June 1988 for the first time.

Column 3:

Enter the total number of students listed in Column 2 who successfully met the district exit criteria in June 1988. This number should be the same or smaller than that reported in Column 2.

Column 4:

Enter the total number of second-year students by grade. Enter special education students separately at the bottom. These are students who enrolled in the bilingual/ESL or ESL-only program between September 1986 and June 1987.

Column 5:

Enter the number of students listed in Column 4 who successfully met district exit criteria in June 1988.

Column 6:

Enter the total number of third-year students by grade. Enter special education students separately at the bottom. These are students who enrolled in the bilingual/ESL or ESL-only program between September 1985 and June 1986.

Column 7:

Enter the number of students listed in Column 6 who successfully met district exit criteria in June 1988.

Column 8:

Enter the total number of fourth-year students by grade. Enter special education students separately at the bottom. These are students who enrolled in the bilingual/ESL or ESL-only program between September 1984 and June 1985.

Column 9:

Enter the number of students listed in Column 8 who successfully met district exit criteria in June 1988.

Column 10:

Enter the total number of fifth-year students by grade. Enter special education students separately at the bottom. These are students who enrolled in the bilingual/ESL or ESL-only programs between September 1983 and June 1984.

Column 11:

Enter the number of students listed in Column 10 who successfully met district exit criteria in June 1988.

Column 12:

Enter the total number of sixth-year students by grade. Enter special education students separately at the bottom. These are students who enrolled in the bilingual/ESL or ESL-only program between September 1982 and June 1983.

Column 13:

Enter the number of students listed in Column 12 who successfully met district exit criteria in June 1988.

Column 14:

Enter the total number of students by grade who have been enrolled seven or more years. Enter special education students separately at the bottom. These are students who enrolled in the bilingual/ESL or ESL-only program in or before June 1982.

Column 15:

Enter the number of students listed in Column 14 who successfully met district exit criteria in June 1988.

Totals:

Add the numbers in each column and enter the totals for Columns 2-15.

County: _____ ☐☐ District: _____ ☐☐☐☐

PART III—SECTION B

SEA USE ONLY
ORIGINAL ☐☐☐ Mo. Day Year
REVISION ☐☐☐ Mo. Day Year
☐☐☐ Mo. Day Year

STUDENT EXIT RECORD:
BSI PARTICIPANTS FUNDED TOTALLY OR IN PART WITH STATE COMPENSATORY EDUCATION (SCE) FUNDS

	READING						WRITING						MATHEMATICS					
	First-Year Students (Entered 9/87-6/88)		Second-Year Students (Entered 9/86-6/87)		Third (Fourth, etc.) Year Students (Entered 6/86 or before)		First-Year Students (Entered 9/87-6/88)		Second-Year Students (Entered 9/86-6/87)		Third (Fourth, etc.) Year Students (Entered 6/86 or before)		First-Year Students (Entered 9/87-6/88)		Second-Year Students (Entered 9/86-6/87)		Third (Fourth, etc.) Year Students (Entered 6/86 or before)	
Grade	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
K																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
TOTALS																		

INSTRUCTIONS:

PART III - STUDENT EXIT RECORD

Section B - BSI Participants Funded Totally or in Part with State Compensatory Education (SCE) Funds.

Enter the county and district names and codes.

This form is used to report student exit information for BSI participants funded totally or in part with SCE funds. These are students who participated in communications and computation projects between September 1987 and June 1988.

NOTES:

This is the third year that BSI exit data are being collected. Only those BSI students funded totally or in part with SCE funds should be reported on this form.

Next year, exit data will be collected separately for first-year students, second-year students, third-year students and fourth and more-year students. Plan now to keep records that will facilitate the identification of the four groups of students. Students who are being served in an integrated reading and writing BSI project and who are below state standards in both areas should be counted in both the reading and writing areas (columns 2-5 and 6-9).

Column 2:

Enter the total number by grade of BSI reading project participants funded by SCE who entered the program between September 1987 and June 1988. These are first-year students.

Column 3:

Enter the number of students listed in Column 2 who exited the reading program (that is, who met statewide standards) at each grade level in June 1988. This number should be the same or smaller than that reported in Column 2.

Column 4:

Enter the total number by grade of BSI reading project participants funded by SCE who entered the program between September 1986 and June 1987. This group includes students who have been in the program for two years.

Column 5:

Enter the number of students listed in column 4 who exited the reading program (that is, who met statewide standards) at each grade level in June 1988. This number should be the same or smaller than that reported in Column 4.

Column 6:

Enter the total number by grade of BSI reading project participants who entered the program in June 1986 or before. These are students in the program three and more years.

Column 7:

Enter the number of students listed in Column 6 who exited the reading program at each grade level in June 1988. This number should be the same or smaller than that reported in Column 6.

Column 8:

Enter the total number by grade of BSI writing project participants funded by SCE who entered the program between September 1987 and June 1988. These are first-year students.

Column 9:

Enter the number of students listed in Column 6 who exited the writing program (that is, who met statewide standards) at each grade level in June 1988. This number should be the same or smaller than that reported in Column 6.

Column 10:

Enter the total number by grade of BSI writing project participants funded by SCE who entered the program between September 1986 and June 1987. This group includes students who have been in the program two years.

Column 11:

Enter the number of students listed in Column 8 who exited the writing program (that is, who met statewide standards) at each grade level in June 1988. This number should be the same or smaller than that reported in Column 8.

Column 12:

Enter the total number by grade of BSI writing project participants funded by SCE who entered the program in June 1986 or before. These are students in the program three and more years.

Column 13:

Enter the number of students listed in Column 12 who exited the writing program at each grade level in June 1988. This number should be the same or smaller than that reported in Column 12.

Column 14:

Enter the total number by grade of BSI mathematics project participants funded by SCE who entered the program between September 1987 and June 1988. These are first-year students.

Column 15:

Enter the number of students listed in Column 10 who exited the mathematics program (that is, who met statewide standards) at each grade level if June 1988. This number should be the same or smaller than that reported in Column 10.

Column 16:

Enter the total number by grade of BSI mathematics project participants funded by SCE who entered the program between September 1986 and June 1987. This group includes students who have been in the program for two years.

Column 17:

Enter the number of students listed in Column 12 who exited the mathematics program (that is, who met statewide standards) at each grade level in June 1987. This number should be the same or smaller than that reported in Column 12.

Column 18:

Enter the total number by grade of BSI mathematics project participants funded by SCE who entered the program in June 1986 or before. These are students in the program three and more years.

Column 19:

Enter the number of students listed in Column 18 who exited the mathematics program at each grade level in June 1988. This number should be the same or smaller than that reported in Column 18.

Totals:

Add the numbers in each column and enter the totals for Columns 2-19.

PART IV - ACHIEVEMENT DATA SUMMARY: MODEL A-1

County: ____ District: ____

PART IV

MODEL A-1

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88

GRADES K-12
FOR BSI, ESL AND BILINGUAL PROGRAMS

SEA USE ONLY
ORIGINAL (Mo. Day Year)
REVISION (Mo. Day Year)
(Mo. Day Year)

Model A-1 Results Only

Funding Code	Content Area Code	Grade	Number Of Students	PRETEST INFORMATION					POSTTEST INFORMATION					NCE Score Gain	Implementation Code
				Month	Year	Instrument Code	Subtest Code	NCE Mean	Month	Year	Instrument Code	Subtest Code	NCE Mean		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
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INSTRUCTIONS:

PART IV - ACHIEVEMENT DATA SUMMARY: MODEL A-1

Enter the county and district names and codes.

Pre- and posttesting occurred with a norm-referenced test. Only NCE mean scores may be submitted. No other form of test scores should be reported on this form. Pretest NCE scores represent the no-treatment expectation.

NOTE: HSPT and MBS results should be reported on the non-model form (Part VI). Pretest and posttest instruments should be identical. If they are not, results should be reported on the non-model form Part VI or Part VIII.

Column 1: Funding Code

Enter the two-digit code for the type of program in which the students were enrolled. Codes may differ for instructional treatment. Use the Code Sheet in Appendix D for completing this column.

Column 2: Content Area Code

Enter the two-digit code for the instructional content area for which achievement results are reported. Use the Code Sheet in Appendix D for completing this column.

Column 3: Grade

Enter the grade level for which the achievement data summary is being reported. Please note that grades 1-9 are to be entered as a two-digit number with the first digit a zero (e.g., grade 1 is entered as 01) and kindergarten is reported as OK.

Column 4: Number of Students

Enter the number of students whose test scores were used for reporting the results for the project area and grade. This must be only students for whom both pre- and posttest scores are available.

Column 5: Month

Enter the month that the pretest was administered. This entry is a two-digit number. For example, if the month of the pretest was September, the entry is 09. If the pretest was administered in November, the entry is 11.

Column 6: Year

Enter the year that the pretest was administered. This entry is a two-digit number. For example, if the pretest was administered in October 1987, the entry is 87.

Column 7: Instrument Code

Enter the test code (see Appendix E). (Do not make up your own codes and do not use those codes reported in FY'87.)

Column 8: Subtest Code

If the results you are reporting are based on a specific subtest from an instrument, refer to the Subtest Codes (see Appendix F), and enter the appropriate two-digit subtest code in Column 8. If a subtest was not used, leave the column blank. Do not report two subtest results. Either the total test score, or one subtest score, should be reported.

Column 9: NCE Mean

Enter the pretest mean NCE score. Only NCE means are to be reported in this column. If another type of score was obtained, convert these scores to NCEs using the Percentile-to-NCE Conversion Table (see Appendix G) before averaging the scores.

NOTE: The mean NCE score should be entered to the nearest tenth. For example, an NCE score of 43.46 would be rounded to the nearest tenth and entered as 43.5.

Column 10: Month

Enter the month that the posttest was administered. This entry is a two-digit number. For example, if the month of the posttest was April, the entry is 04.

Column 11: Year

Enter the year that the posttest was administered. This entry is a two-digit number.

Column 12: Instrument Code

Enter the instrument code (see Appendix E).

Column 13: Subtest Code

If the results you are reporting are based on a specific subtest from an instrument, refer to the Subtest Codes in Appendix F, and enter the appropriate two-digit subtest code in Column 13. Do not enter more than one subtest code per line. If a subtest was not used, leave the column blank.

Column 14: NCE Mean

Enter the posttest mean NCE score. Only NCE means rounded to the nearest tenth are to be reported in this column. For example, if the NCE score was 55.32, the entry is 55.3.

Column 15: NCE Score Gain

Subtract the pretest NCE mean (Column 9) from the posttest NCE mean (Column 14). This difference is the NCE gain to be entered in Column 15. If the gain is less than one, enter a zero in the ones column. For example, a gain of .3 is entered as 0.3.

If the gain is negative, then place a minus sign (-) in front of the first digit. For example, if the gain is -4.2, the entry would be -4.2.

Column 16: Implementation Code

Since Model A-1 can be implemented with different testing and analysis strategies, it is necessary to identify the procedure used for the reported results. Refer to the Implementation Codes (see Appendix J) and enter in Column 16 the appropriate two-digit implementation code which indicates the strategy used to measure program impact.

NOTE: LEAs testing out of the test norming period are required to report interpolated test scores.

PART V - ACHIEVEMENT DATA SUMMARY: MODEL A-2

County: _____ ☐☐ District: _____ ☐☐☐☐

SEA USE ONLY
ORIGINAL ☐☐☐ Mo. Day Year
REVISION ☐☐☐ Mo. Day Year
☐☐☐ Mo. Day Year

PART V

MODEL A-2 (IF APPLICABLE)

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88 FOR BSI, ESL AND BILINGUAL PROGRAMS

Model A-2 Results Only

Funding Code	Content Area Code	Grade	Number of Students	NORMED TEST INFORMATION					PRETEST INFORMATION				NCE Equivalency	POSTTEST INFORMATION				NCE Equivalency	NCE Gain	Cor. Co.-Effic. NAT/ CRT	Rel. Co.-Effic. CRT
				Month	Day	Year	Instru-ment Code	Sub-Test Code	Month	Day	Year	Instru-ment Code		Month	Day	Year	Instru-ment Code				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)
													•					•	•	•	•
													•					•	•	•	•
													•					•	•	•	•
													•					•	•	•	•
													•					•	•	•	•
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INSTRUCTIONS:

PART V - ACHIEVEMENT DATA SUMMARY: MODEL A-2

Pre- and posttesting occurred with a non-normed instrument which has been anchored to a norm-referenced test. Correlations and NCEs must be reported. The no-treatment expectation is derived from the norm-referenced test.

If this evaluation model has been implemented, instructions for completing the Model A-2 evaluation form should be obtained from the county office.

PART VI - ACHIEVEMENT DATA SUMMARY: NON-MODEL REPORTING

Frequency Distribution

County: _____ ☐☐ District: _____ ☐☐☐☐

SEA USE ONLY
ORIGINAL ☐☐☐ Mo Day Year
REVISION ☐☐☐ Mo Day Year
☐☐☐ Mo Day Year

PART VI

NON-MODEL REPORTING: FREQUENCY DISTRIBUTION

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88 FOR BSI, ESL AND BILINGUAL PROGRAMS

Non-model Results Only

Funding Code	Content Area Code	Grade	INSTRUMENT	Pre/Post	FREQUENCY DISTRIBUTION									
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
					1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
			CODE: _____ Specify Name: _____ _____	1. PRE										
				2. POST										
			CODE: _____ Specify Name: _____ _____	1. PRE										
				2. POST										
			CODE: _____ Specify Name: _____ _____	1. PRE										
				2. POST										
			CODE: _____ Specify Name: _____ _____	1. PRE										
				2. POST										
			CODE: _____ Specify Name: _____ _____	1. PRE										
				2. POST										

INSTRUCTIONS:

PART VI - ACHIEVEMENT DATA SUMMARY NON-MODEL REPORTING: FREQUENCY DISTRIBUTION

Enter the county and district names and codes.

Pre- and posttesting occurred with a non-normed test and measurement of program impact was determined through analysis of percent correct distribution.

This form is to be used only with non-normed instruments such as local criterion-referenced tests, or when percentiles and levels cannot be generated from the instrument. As other reported test data, information should be compiled only on students who have both a pre- and a posttest score. In addition, all individual test scores must be converted to the percent of the test mastered before completing this form.

Column 1: Funding Code

Enter the code for the type of program in which students were enrolled (see Appendix D).

Column 2: Content Area Code

Enter the code for the instructional content area for which achievement results are reported (see Appendix D).

Column 3: Grade

Enter the grade in which students were enrolled.

Column 4: Instrument

Enter the appropriate three-digit code (see Appendix E). Specify the name of the instrument.

Columns 6 to 15: Frequency Distribution

PRE: Enter the number of students who scored at each of the percent bands on the non-normed instrument. The number requested refers to the percentage of the test mastered/correct and not the students' raw scores.

POST: Enter the number of students who scored at each of the percent bands on the posttest administration. Since the information reported on this form reflects performance from only students with both a pre- and a posttest score, the number of students recorded for pretest and posttest should be the same.

PART VII - ACHIEVEMENT DATA SUMMARY: NON-MODEL REPORTING

Level of Performance

County: ____ District: ____

NON-MODEL REPORTING: LEVEL OF PERFORMANCE

PART VII

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88 FOR BSI, ESL AND BILINGUAL PROGRAMS

SEA USE ONLY
ORIGINAL Mo. Day Year
REVISION Mo. Day Year
Mo. Day Year

Non-model Results Only

Funding Code	Content Area Code	Grade	Instrument	Number of Students	Pretest Level	Posttest Level	Changes in Levels
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

INSTRUCTIONS:

PART VII - ACHIEVEMENT DATA SUMMARY NON-MODEL REPORTING: LEVEL OF PERFORMANCE

Enter the county and district names and codes.

Pre- and posttesting occurred with a non-normed test and measurement of program impact was determined through student progress from one level to another level.

This form is to be used only with evaluation instruments that measure student performance from one level to another level as part of an instructional management system. Testing systems used for measuring English acquisition, such as IDEA, should be reported on this form. Test scores should be compiled for students whose data are identical, for example:

FUNDING CODE (1)	CONTENT CODE (2)	GRADE (3)	INSTRU. CODE (4)	NUMBER OF STUDENTS (5)	PRETEST LEVEL (6)	POSTTEST LEVEL (7)	CHANGES IN LEVELS (8)
31	4	2	220	5	2	3	1
31	4	2	220	2	2	4	2
31	4	2	220	3	3	4	1
31	4	3	220	4	2	4	2

The chart above summarizes the results for 14 students using the IDEA Oral Language Proficiency Test. The first line shows that five grade 2 students in an ESL Program attained a pretest level of 2 and a posttest level of 3, resulting in a charge in level of 1.

Column 1: Funding Code

Enter the code for the type of program in which students were enrolled (see Appendix D).

Column 2: Content Area Code

Enter the code for the instructional content area for which achievement results are reported (see Appendix D).

Column 3: Grade

Enter the grade in which students were enrolled.

Column 4: Instrument

Enter the appropriate three-digit code (see Appendix E).

Column 5: Number of Students

Enter the number of students whose performance is being reported in Columns 6 (Pretest Level) and 7 (Posttest Level).

Column 6: Pretest Level

Enter the level the students attained at pretest administration.

Column 7: Posttest Level

Enter the level the students attained at posttest administration.

Column 8: Changes in Level

Subtract Column 6 from Column 7 and enter the change in level.

PART VIII - ACHIEVEMENT DATA SUMMARY: NON-MODEL REPORTING

Distribution of Students Above and Below the MLPs

County: _____ ☐☐ District: _____ ☐☐☐☐

PART VIII **NON-MODEL REPORTING: DISTRIBUTION OF STUDENTS ABOVE AND BELOW THE MLP.**

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88
FOR BSI, ESL AND BILINGUAL PROGRAMS

SEA USE ONLY
ORIGINAL ☐☐ Mo ☐☐ Day ☐☐ Year
REVISION ☐☐ Mo ☐☐ Day ☐☐ Year
☐☐ Mo ☐☐ Day ☐☐ Year

Non-model Results Only

Funding Code	Content Area Code	Grade	INSTRUMENT	Pre/Post	Number of Students Below the MLP	Number of Students Above the MLP	Total Number of Students
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			

INSTRUCTIONS:

PART VIII - ACHIEVEMENT DATA SUMMARY NON-MODEL REPORTING:
Distribution of Students Above and Below the MLPs.

Enter the county and district names and codes.

Pre- and posttesting occurred with a normed or nonnormed tests where conversion tables were unavailable.

As other reported test data, information should be compiled only on students who have both a pre- and a posttest score. For example, achievement data for students who were tested with the CAT in the eighth grade and only the HSPT in the ninth grade might be reported on this form.

Column 1: Funding Code

Enter the code of the type of program in which students were enrolled (see Appendix D).

Column 2: Content Area Code

Enter the code for the instructional content area for which achievement results are reported (see Appendix D).

Column 3: Grade

Enter the grade in which students were enrolled.

Column 4: Instrument

Enter the appropriate three-digit code (see Appendix E). Specify the name of the instrument. Enter a code for both the pretest and the posttest.

Columns 6 and 7: Distribution

PRE: Enter the number of students scoring below and above the MLP.

POST: Enter the number of students scoring below and above the MLP.

NOTE: There should be no students in Column 7 for the pretest since all students funded by SCE are below State standards.

Column 8: Total Number of Students

Enter the total number of students recorded in Columns 6 and 7. Since the information reported on this form reflects performance from only students with both a pre- and a posttest score, the total number of students recorded for pretest and posttest should be the same.

APPENDICES

APPENDIX A - Full-Time Equivalent (FTE) Tables

Table 1
30 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 4.0 hrs.	.1
4.5 hrs. to 7.0 hrs.	.2
7.5 hrs. to 10.0 hrs.	.3
10.5 hrs. to 13.0 hrs.	.4
13.5 hrs. to 16.0 hrs.	.5
16.5 hrs. to 19.0 hrs.	.6
19.5 hrs. to 22 hrs.	.7
22.5 hrs. to 25.0 hrs.	.8
25.5 hrs. to 28.0 hrs.	.9
28.5 hrs. to 30.0 hrs.	1.0

Table 2
32.5 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 4.5 hrs.	.1
5.0 hrs. to 8.0 hrs.	.2
8.5 hrs. to 11.0 hrs.	.3
11.5 hrs. to 14.5 hrs.	.4
15.0 hrs. to 17.5 hrs.	.5
18.0 hrs. to 21.0 hrs.	.6
21.5 hrs. to 24.0 hrs.	.7
24.5 hrs. to 27.5 hrs.	.8
28.0 hrs. to 30.5 hrs.	.9
31.0 hrs. to 32.5 hrs.	1.0

Table 3
35 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 4.5 hrs.	.1
5.5 hrs. to 8.5 hrs.	.2
9.0 hrs. to 12.0 hrs.	.3
12.5 hrs. to 15.5 hrs.	.4
16.0 hrs. to 19.0 hrs.	.5
19.5 hrs. to 22.5 hrs.	.6
23.0 hrs. to 26.0 hrs.	.7
26.5 hrs. to 29.5 hrs.	.8
30.0 hrs. to 33.0 hrs.	.9
33.5 hrs. to 35.0 hrs.	1.0

Table 4
37.5 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 5.0 hrs.	.1
5.5 hrs. to 9.0 hrs.	.2
9.5 hrs. to 12.5 hrs.	.3
13.0 hrs. to 16.5 hrs.	.4
17.0 hrs. to 20.0 hrs.	.5
20.5 hrs. to 24.0 hrs.	.6
24.5 hrs. to 27.5 hrs.	.7
28.0 hrs. to 31.5 hrs.	.8
32.0 hrs. to 35.0 hrs.	.9
35.5 hrs. to 37.5 hrs.	1.0

Table 5
40 Hour Week

Hours Worked Per Week	FTE
.5 hrs. to 5.5 hrs.	.1
6.0 hrs. to 9.5 hrs.	.2
10.0 hrs. to 13.5 hrs.	.3
14.0 hrs. to 17.5 hrs.	.4
18.0 hrs. to 21.5 hrs.	.5
22.0 hrs. to 25.5 hrs.	.6
26.0 hrs. to 29.5 hrs.	.7
30.0 hrs. to 33.5 hrs.	.8
34.0 hrs. to 37.5 hrs.	.9
38.0 hrs. to 40.0 hrs.	1.0

APPENDIX B

Age-to-Grade Conversion Table

Use the following table to determine the grade level(s) for students who were in an ungraded setting. For each student, determine his/her age in years and months. Locate that age span in the left side of the table and use the right side of the table to obtain the grade level conversion.

Age In Years and Months	Grade Level Conversion
5.0 and under	Pre K
5.0 to 5.11	K
6.0 to 6.11	1
7.0 to 7.11	2
8.0 to 8.11	3
9.0 to 9.11	4
10.0 to 10.11	5
11.0 to 11.11	6
12.0 to 12.11	7
13.0 to 13.11	8
14.0 to 14.11	9
15.0 to 15.11	10
16.0 to 16.11	11
17.0 to 17.11	12

APPENDIX C

Achievement Data Review Checklist - District Summary Data

Program Year 19__ - __

General Criteria

Directions: Apply this checklist for each project. If NO is checked, contact your county office for further direction.

These checklists are designed either for general review of testing practices or for model application. Checklists need not be submitted. Any problems or concerns identified in the data after using the checklist should be discussed with SEA staff before submitting the evaluation summary data.

Grade: _____

Project: _____

	YES	NO
1. Test instruments were: a. valid	_____	_____
b. reliable (correlation .60 or above).	_____	_____
2. Appropriate test administration procedures were followed for both pre- and posttesting.	_____	_____
3. Test results are free of: a. floor effects.	_____	_____
b. ceiling effects.	_____	_____
4. At least two-thirds of the project implementation occurred between the pre- and posttest administrations.	_____	_____
5. Norm-referenced (if applicable) test results are based on norms not more than 10 years old.	_____	_____
6. At least two-thirds of the participants with a pre-test score also had a posttest score.	_____	_____
7. The data are free of any systematic bias due to attrition.	_____	_____
8. Test scoring was done correctly and verified.	_____	_____
9. All raw scores or percentile scores of students were converted to NCEs or test standard scores to obtain a mean NCE.	_____	_____
10. Pre- and posttest means are only compiled on students with both a pre- and a posttest score.	_____	_____

APPENDIX C-1

Achievement Data Review Checklist - District Summary Data

Program Year 19__ - 19__
Model A-1 Criteria

Grade: _____

Project: _____

	YES	NO
1. The pretest scores were not used to select the project participants included in the data summary.	_____	_____
If the answer is no, appropriate statistical adjustments were made to correct for regression bias.	_____	_____
2. Each student included in the data summary has both a pre- and posttest score.	_____	_____
3. The pretest was administered within two weeks of the empirical norms date.	_____	_____
If the response is no, an appropriate test score interpolation was done on the pretest results.	_____	_____
4. The posttest was administered within two weeks of the empirical norms date.	_____	_____
If the response is no, an appropriate test score interpolation was done on the posttest results.	_____	_____
5. Initial calculation of the group pre- and posttest means was based on either NCEs or publisher standard scores.	_____	_____
6. The district mean to be reported is a correctly weighted district mean.	_____	_____
7. The correct norms were used per grade and time of year.	_____	_____
8. The publisher's recommended test level was administered for grade and time of year.	_____	_____
If the response is no, appropriate out-of-level score conversions were done and verified.	_____	_____

APPENDIX C-2

Achievement Data Review Checklist - District Summary Data

Program Year 19__ - 19__

Model A-2 Criteria

Grade: _____

Project: _____

	YES	NO
1. The reliability of the non-normed test has been calculated and verified.	_____	_____
2. The correlation of the non-normed and normed tests is .60 or higher.	_____	_____
3. The normed test has empirical norms for both fall and spring.	_____	_____
4. The appropriate equating procedure was used.	_____	_____
5. The pretest scores were not used to select the project participants included in the data summary.	_____	_____
6. All students included in the data summary have all three test scores (non-normed pre- and posttest scores, and a normed test score).	_____	_____
7. Pre- and posttest administrations (non-normed test) occurred within two weeks of the empirical norming dates for the normed test used for equating.	_____	_____
If the response is no, an appropriate test score interpolation was done.	_____	_____
8. The normed test administration occurred within two weeks of the empirical norms date.	_____	_____
9. The normed test administration occurred within two weeks of the administration date for the non-normed test.	_____	_____
10. Group scores to be reported are in NCEs.	_____	_____

APPENDIX D

BSI/BILINGUAL CODE SHEET

DATA ELEMENT CODES: PARTS 4-8

Use the list of codes below to report key data elements.

Column 1: Funding Code

BASIC SKILLS PROGRAMS

Funding Code	BSI Service	Type of Funding
10	BSI	Public with Chapter 1 funds only
11	BSI	Non-public with Chapter 1 funds
12	BSI	Neglected or Delinquent with Chapter 1
15	BSI-Migrant	Chapter 1 - Any migrant child, currently or formerly, who receives BSI services funded with SCE and/or Chapter 1.
20	BSI	SCE only
30	BSI	SCE and Chapter 1 funds (shared or split funded)
34	Handicapped	Chapter 1

SUPPLEMENTAL ESL AND BASIC SKILLS PROGRAMS FOR LEP STUDENTS

Funding Code	BSI Service	Type of Funding
31	LEP Remedial	Chapter 1
32	LEP Remedial	SCE
33	LEP Remedial	SCE and Chapter 1
35	LEP ESL	Chapter 1

BILINGUAL AND ESL PROGRAMS

Funding Code	BSI Service	Type of Funding
40	ESL-only	Local and/or State
50	Bilingual-Arabic	Local and/or State
51	Bilingual-Gujarati	Local and/or State
52	Bilingual-Haitian/ Creole/French	Local and/or State
53	Bilingual-Japanese	Local and/or State
54	Bilingual-Korean	Local and/or State
55	Bilingual-Polish	Local and/or State
56	Bilingual- Portuguese	Local and/or State
57	Bilingual-Russian	Local and/or State
58	Bilingual-Spanish	Local and/or State

APPENDIX D (con't.)

Funding Code	BSI Service	Type of Funding
60	Bilingual-Vietnamese	Local and/or State
61	Bilingual-Hindi/Urdu	Local and/or State
62	Bilingual-Cantonese	Local and/or State
63	Bilingual-Mandarin	Local and/or State
64	Bilingual-Tagalog	Local and/or State

Column 2: Content Area

Enter the code for the instructional content area for which achievement results are reported.

PK Prekindergarten instruction

OK Kindergarten instruction

01 Communication - Reading instruction in English

02 Communication - Language arts instruction in English

03 Computation - Mathematics instruction in English

04 English language instruction/English as a Second Language

05 Communication - Reading instruction in native language other than English

06 Communication - Language arts instruction in native language other than English

07 Computation - Mathematics instruction in native language other than English

APPENDIX E
TEST CODES

Use only the listed codes to report assessment and evaluation instruments. It is important to note the following:

- Test codes do not represent SEA approval of an instrument; and
- Additional test codes must be obtained from the Division of Compensatory/Bilingual Education (609/292-8390).

Appendix J-1 contains the codes for norm-referenced instruments.

Appendix J-2 contains the codes for criterion-referenced instruments.

Appendix J-3 contains other instruments.

For the first time this year, use the following codes for all locally developed (LEA) instruments for Pre-K, K, Grade 1 and Grade 2.

	CODE
Prekindergarten locally developed instrument	**800**
Kindergarten locally developed instrument	**801**
Grade 1 locally developed instrument	**802**
Grade 2 locally developed instrument	**803**

APPENDIX E-1

TEST CODES: INSTRUMENTS WITH NORM-REFERENCED INTERPRETATION

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
*Basic Skills Assessment Test	CTB McGraw-Hill	1978	100
*California Achievement Test (CAT)	CTB McGraw-Hill	1978	120
		1985	121
*Circus	CTB McGraw-Hill	1979	140
Comprehensive Assessment Program Achievement Series (CAP)	American Testronics	1980	150
Comprehensive Testing Program (CTP)	Educational Records Bureau	1985	160
Comprehensive Tests of Basic Skills (CTBS)	CTB/McGraw-Hill	1982	180
		1985	181
Criterion Referenced Test	Charles Merrill	1983	190
*CTBS Espanol	CTB/McGraw-Hill	1979	195
Curriculum Ref. Tests of Mastery (CRTM)	Charles E. Merrill	1984	197
Diagnostic Mathematics Inventory (DMI)	CTB/McGraw-Hill	1980	200
Educational Development Series	Scholastic Testing Service	1984	205
*Gates MacGinitie	Riverside Publishing Co.	1978	210
*Individualized Criterion Referenced Test (ICRT)	Educational Progress	1979	220
Iowa Test of Basic Skills (ITBS)	Riverside Publishing Co.	1978	250
		1982	260
		1985	261
*Iowa Test of Educational Development (ITED)	Science Research Associates	1981	270
*Key Math	American Guidance Service, Inc.	1978	280
Kaufman Test of Educational Achievement		1985	285
**Language Assessment Battery (LAB)	New York City Bd. of Ed.	1982	226
**Maculaitis Assessment Program (MAC)	Alemany Press	1982	234
*Metropolitan Achievement Test	Psychological Corp.	1978-79	290
		1985	291
Metropolitan Achievement/ Readiness Test	Psychological Corp.	*1976	300
		1985	301
Minimum Essentials Test	American Testronics	1981	310

* Within the next two years these tests may have norms that are more than ten years old. Continued use of these tests after the 1988-89 school year will require special written approval from the Bureau of Academic and Cognitive Skills.

** These are norm referenced language proficiency tests.

APPENDIX E-1 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
National Test of Basic Skills		1985	315
Nelson Reading Test	Riverside Publishing Co.	1981	321
*Prescriptive Reading Inventory	CTB McGraw-Hill	1978	340
Reading Yardsticks	Riverside Publishing	1981	350
Scan-tron Reading Test	American Testronics	1985	355
Secondary Level English Proficiency Test (SLEP)	Educational Testing Serv.	1981	238
*Sequential Tests of Educational Progress	CTB-McGraw Hill	1979	360
SRA Achievement Series	Science Research Asso.	1978(1984)	370
		1978	380(Norms)
SRA Survey of Basic Skills	Science Research Asso.	1985(Norms	381(Norms)
Stanford Achievement Test (SRA)	Psychological Corp.	1982	400
		1986	401
Stanford Diagnostic Test	Psychological Corp.	1984	411
Stanford Test of Academic Skills (TASK)	Psychological Corp.	1982	430
*Tests of Achievement & Proficiency (TAP)	Riverside Publishing	1978	460
		1982	470
		1985	471
*Testing of Basic Experience (TOBE)	McGraw-Hill	1979	480
The Three R's	Riverside Publishing Co.	1982	490
*Wide Range Achievement Test (WRAT)	Jastak Associates	1978	500
Woodcock Reading Test	American Guidance	1978	510
**Woodcock Language Proficiency Test	American Guidance		515
Locally Developed Criterion Reference Test			520

* Within the next two years these tests may have norms that are more than ten years old. Continued use of these tests after the 1987-88 school year will require special written approval from the Bureau of Academic and Cognitive Skills in the Division of General Academic Education.

** These are norm referenced language proficiency tests.

APPENDIX E-2

TEST CODES: INSTRUMENTS WITH CRITERION-REFERENCED INTERPRETATION

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
ABC Inventory	Educational Studies & Development	1965	600
Basic Achievement Skills Individual Screener (BASIC)			601
Basic Arithmetic Skills Eval. (BASE)	Readers Digest	1981	602
Basal Reading Test (Specify Publisher Form)			602
Boehm	Psychological Corp.		605
Brigance	Curriculum Assoc.		606
Camden ESL CRT	Camden City Sch. Dist.		607
Camden Proficiency Test	Camden City Sch. Dist.		608
Chicago Short Tests of Linguistic Skills	Chicago School District		609
Cognitive Skills Assessmeet	Boehm/Slater		611
Denver Development Early Childhood	Ladoca Pub. Foundation		612
Dial	Childcraft Ed. Corp.	1981	613
Falls River	Falls River School District		614
Gesell Development Test	Programs for Ed. Inc.		616
Gesell Preschool Test	Programs for Ed. Inc.	1980	617
High School Proficiency Test (HSPT)	SEA	1985	618
IDEA Mastery Tests	Ballard & Tighe, Inc.	1975	619
IDEA Oral Lang. Prof. Test-Eng.	Ballard & Tighe, Inc.	1979	620
IDEA Oral Lang. Prof. Test II-Eng.	Ballard & Tighe, Inc.	1983	621
Illinois Test of Psycholinguistic Ability	University of Illinois		622
Inventory of Readiness	Harcourt Brace		623
Language Assessment Scales	DeAvilla, Duncan & Assoc.		624
Language Proficiency Test	Academic Therapy Pub.	1981	625
LEAMOS: Spanish Developmental Reading	Amidon Assoc.		626
McCarthy Scales	Psychological Corp.		627
Metropolitan Readiness Test (MRT)	Psychological Corp.	1976	628
Minimum Basic Skills Test	SEA		629
Moreno Oral English/ Spanish Proficiency Test	Moreno Educational Co.		630
Nat'l. Ed. Dev. Test (NEDT)	Science Research		631

APPENDIX E-2 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Pre-Academic Learning Inventory	Academic Therapy		632
Santa Clara Inventory of Developmental Tasks	R.L. Zweig Assoc.	1974	633
Silvaroli Word Rec.	William C. Bacon	1975	634

APPENDIX E-3

TEST CODES: INSTRUMENTS NEEDING FOLLOW-UP

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Los Pruebas deRiverside	Riverside Publishing Co.	1985	281
Addison Wesley Test	Addison Wesley Pub.		701
Addison Wesley Math	Addison Wesley Pub.		702
Basic School Skills Inv.	Follett		707
Battelli Dev. Inventory	Battelle		708
Botel Rdg. Inventory	Botel		709
Cherry Hill ESL Writing Test	LEA		710
D.C. Heath-Kdg.	D. C. Heath Inc.		716
Detroit Test Learning Aptitude	Robert Merrill Co. (1958)		717
Developmental Tasks for Kdg. Readiness	Clinical Psy. Pub. Co.		718
Developmental Test of Visual Motor Integration	Follett Co. (1967)		719
Ginn Mastery Test (Grade 1)	Ginn Co.		732
Goldman-Fristoe Woodcock Test of Auditory Skills	American Guidance (1970)		734
Harper & Rowe Readiness Test	Harper & Rowe Pub.		736
Heilert Gross Motor (Pre K-K)	Heilert		737
Heilert Informal Assessment (Grade 1)	Heilert		738
Heilert (Hays Early Listening)	Heilert		739
Holt End-of-Kdg. Test	Holt Co.		740
Houghton Mifflin	Houghton Mifflin Co.		742
Iowa Ready Step			745
John Test	L.I. Company		748
Knobler Perceptual Dev.			749
Marano Test of Passive Grammar	Louise Marano		751
Marchgeyer Test			752
Murphy Durell Test			754
Peabody Picture Vocabulary Test	American Guidance		756
P.C.R.T.			758
P.O.P.R.S.			759
P.P.V.T. for Kdg. Screening	American Guidance		760
PMA Test	SRA-Verbal and Auditory		763
SARI (Systematic Assessment of Rdg.)	Phi Delta Kappa		766
Scott-Foresman Comp. Achievement Test (Level 12-A)			768
Southern California Figure Ground	W. Psychological Service (1966)		774
Strategies in Early Childhood	Cooperative Educational Service Agencies		775
T.A.B.S. (Test of Arithmetic Basic Skills)	Edits Publisher		780

APPENDIX E-3

TEST CODES: INSTRUMENTS NEEDING FOLLOW-UP

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Utah Test of Lang. Skills			782
Vane Test (Kdg.)	Clinical Psy. Publishers		783
Wepman Auditory Discrimination	Language Resource Association (1973)		785
Winter-Haven Screening Test for Kdg.	Scholastic Testing Service		786
Wisconsin Design			787
Yellow Brick Road	Teaching Resources		788
Kindergarten Search and Teach	Walker Educational Publishers		806
Gunzberg Progress Assessment Chart (Woodbridge Dev. Center)	Agency		848
Kaufman Test of Educational Achievement (Woodbridge Dev. Center)	Agency		860
Locally Developed Behavioral Scale (Hunderton and North Jersey Deve. Center)	Agency		872
Locally Developed Criterion - Referenced Test-Task Analysis (New Lisbon, Woodbine, Camden Dev. Center, Office of Education Direct Services)	Agency		873
Locally Developed Pre-Vocational Assessment Tool (Center Autistic Children)	Agency		874
Orange Grade 1 Pre/Post	Humanics Ltd.		901
Preschool Attainment Record (Vineland Dev. Center)	Agency		914
Sequenced Inventory of Communication Dev. Receptive Scale (Hunterdon Dev. Center)	Agency		926
Mann-suiter Informal Reading Inventory	LEA		957
Fuharty Pre-school Test (1978)	Teaching Resources Corp.		961
Aptitude Achievement Test Educational Records Bureau			965

APPENDIX E-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
English Language Skills Assessment Newberry House		1980	967
Houghton Mifflin Kindergarten Readines Test (Reading) 1983			968
Dolce Word List			969
Camden Dev. Kindergarten Checklist (Spanish Version)	LEA		974
Camden Dev. Inventory Test for Reading (Spanish Version)	LEA		975
Camden Dev. Inventory Test for Math (Spanish Version)	LEA		976
Allendale Inventory of Readiness Skills - 1977	Educationally Programmers Inc.		983
Cognitive Abilities Test (State Facility - Commission for the Blind)	Agency		984
Everyday Skills Test - McGraw Hill (Union Co. Shelter) - 1969	Agency		986
Learning Accomplishment Profile - 1977 Diagnostic ED-Revised (Katzenbach School for the Deaf)	Agency		990
Hawaii Early Learning Profile (HELP) Monmouth - Ocean EIP	Agency		991
Mecklenburg Motor Development Evaluation Mecklenurg Center (Our Lady of Lourdes)	Agency		992
Reel (Receptive, Expressive, Emergent Language)	University Press-Balt.	1971/1985	993
Reading Steps	Houghton Mifflin	1977	996

APPENDIX E-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
Self Control Rating Scale	Journal of Consulting and Clinical Psychology (Agency)		997
Mt. Lakes EIP Vocalization Test	Agency	1985	998
Mt. Lakes EIP OT Battery	Agency	1985	999
Jerry L. Johns Basic Reading Inventory	Jerry L. Johns		1001
Woodbine Developmental Scale and Pre-Vocational Communication Guide (Woodbine Deve. Ctr.)	Agency		1002
Zaner Bloser Screening Inventory	Zaner Bloser	1980	1003
Kauffman Assessment Battery	Kauffman	1983	1004
Pre-Reading and Math Skills Test	Economy Co.	1982	1005
Lollipop Test	Humanics Inc.	1981	1006
Gesell Readiness Test	Programs for Ed. Inc.		1008
New Brunswick Language Proficiency Test	LEA		1012
• Early Learning Accompishment	Kaplan Press	1978	1013
• Learning Accomplishment Profile (LAP)	Kaplan Press	1978	1014
• Bayley Infant Development Scales	Psychological Corp.	1969	1015
• The Early Intervention Development Profile (E.I.D.P.)	Univ. of Michigan	1981	1016
• The Carolina Record of Individual Behavior (CRIB)	Frank Porter-Graham	1984	1017

• Early Intervention Program (EIP)

APPENDIX E-3 (con't.)

INSTRUMENT	PUBLISHER'S NAME	EDITION	CODE
• The Zimmerman Preschool Language Scale (PLS)	Merrill Pub. Co.	1979	1018
• The Uzgiris-Hunt Scales of Ordinal Development	University Park Press	1980	1019
• The Erhardt Prehension Profile	Ransco Pub. Co.	1982	1020
• Peabody Picture Vocabulary Test (PPVT)	American Guidance	1981	1021
• Minnesota/Parent Inventory	Behavior Science Systems, Inc.	1979	1022
• Hear Kit	B.A.M. World Markets	1979	1023
Animal Crackers - Reading Test	Ginn Co.	1985	1040
McMillan Math Program	McMillan & Co.	1985	1041
Step Test	Step		1042
Minnesota Kindergarten	Minnesota		1043
Economy Test	Economy Publishers	1987	1049
Vane Test	Vane	1987	1051
Lippincott Readiness	Lippincott Co.	1987	1063
Holt Math Placement	Holt	1987	1065
Early Screening Intervention	Mesels Columbia University		1069
Portuguese Translation of the Comprehensive Test of Basic Skills	Newark School District	1988	1070

• Early Intervention Programs

APPENDIX F

Subtest Codes

COMMUNICATIONS		MATHEMATICS	
Subtest:	Code:	Subtest	Code:
Comprehension	10	Application	30
Language Mechanics	11	Computation	31
Phonetic Analysis	12	Concepts	32
Spelling	13	Concepts & Application	33
Structural Analysis	14	Concepts & Problems	34
Usage	15	Problem Solving	35
Vocabulary	16		
Word Analysis	17		
Word Meaning	18		
Listening	50		
Speaking	51		
*Reading	52		
*Writing	53		

*Use these subtest codes only if the instrument contains these content areas as part of a proficiency test.

APPENDIX G

Percentile-to-NCE Conversion Table

%ile	NCE	%ile	NCE	%ile	NCE
1	1.0	41	45.2	81	68.5
2	6.7	42	45.8	82	69.3
3	10.4	43	46.3	83	70.1
4	13.1	44	46.8	84	70.9
5	15.4	45	47.4	85	71.8
6	17.3	46	47.9	86	72.8
7	18.9	47	48.4	87	73.7
8	20.4	48	48.9	88	74.7
9	21.8	49	49.5	89	75.8
10	23.0	50	50.0	90	77.0
11	24.2	51	50.5	91	78.2
12	25.3	52	51.1	92	79.6
13	26.3	53	51.6	93	81.1
14	27.2	54	52.1	94	82.7
15	28.2	55	52.6	95	84.6
16	29.1	56	53.2	96	86.9
17	29.9	57	53.7	97	89.6
18	30.7	58	54.2	98	93.3
19	31.5	59	54.8	99	99.0
20	32.3	60	55.3		
21	33.0	62	55.9		
22	33.7	62	56.4		
23	34.4	63	57.0		
24	35.1	64	57.5		
25	35.8	65	58.1		
26	36.5	66	58.7		
27	37.1	67	59.3		
28	37.7	68	59.9		
29	38.3	69	60.4		
30	39.0	70	61.0		
31	39.6	71	61.7		
32	40.1	72	62.3		
33	40.7	73	62.9		
34	41.3	74	63.5		
35	41.9	75	64.2		
36	42.5	76	64.9		
37	43.0	77	65.6		
38	43.6	78	66.3		
39	44.1	79	67.0		
40	44.7	80	67.7		

APPENDIX H

EQUIVALENT STATEWIDE STANDARDS

Appendix E-1 contains the minimum levels of proficiency for mathematics.

Appendix E-2 contains the minimum levels of proficiency for reading.

Appendix E-3 contains the minimum levels of proficiency for writing.

MLP - National Percentile Scores
% - Raw Percentage of Items Answered Correctly

EQUIVALENT STATEWIDE STANDARDS

MATHEMATICS

TEST	FORM	THREE		FOUR		FIVE		SIX		SEVEN		EIGHT	
		*LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP
California Achievement Test (CAT)	1985 E	13	45	14	40	15	48	16	46	17	42	18	41
	1978 C&D	13	62	14	54	15	61	16	60	17	59	18	59
Comprehensive Tests of Basic Skills (CTBS)	1982 U&V	E	44	F	48	G	54	G	61	H	58	H	55
Iowa Tests of Basic Skills (ITBS)	1985 G&H	9	44	10	38	11	37	12	41	13	45	14	40
	1982 7&8	9	47	10	46	11	42	12	44	13	50	14	48
	1978 7&8	9	49	10	48	11	46	12	49	13	54	14	50
Metropolitan Achievement Tests (MAT)	1985 MAT6	E	31	E	33	I	33	I	28	A	39	A	41
	1978 JS&KS	E	48	E	39	I	43	I	40	A	40	A	46
Science Research Associates (SRA)	1984 P&Q	D	36	E	37	E	33	E	33	F	38	G	39
Stanford Achievement Tests (SAT)	1982 E,F&G	P3	51	11	49	12	53	12	50	A	41	A	39
All Other Commercial Tests		47		44		45		46		46		46	
Locally Developed Criterion-Referenced Tests		61%		61%		61%		61%		61%		61%	

*The levels listed are those minimally acceptable for the grade indicated. If your district uses a higher level test, the MLP for the grade in question still remains the one indicated for that grade in the above chart.

MLP - National Percentile Scores
% - Raw Percentage of Items Answered Correctly

EQUIVALENT STATEWIDE STANDARDS

READING

TEST	FORM	THREE		FOUR		FIVE		SIX		SEVEN		EIGHT	
		*LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP
California Achievement Test (CAT)	1985 E	13	19	14	18	15	21	16	27	17	23	18	25
	1978 C&D	13	31	14	28	15	35	16	38	17	40	18	39
Comprehensive Tests of Basic Skills (CTBS)	1982 U&V	E	22	F	25	G	22	G	33	H	33	H	29
Iowa Tests of Basic Skills (ITBS)	1985 G&H	9	19	10	21	11	22	12	23	13	23	14	23
	1982 7&8	9	27	10	30	11	29	12	31	13	31	14	30
	1978 7&8	9	30	10	33	11	34	12	35	13	34	14	33
Metropolitan Achievement Tests (MAT)	1985 MAT6	E	19	E	23	I	24	I	24	A	22	A	21
	1978 JS&KS	E	34	E	32	I	31	I	33	A	31	A	27
Science Research Associates (SRA)	1984 P&Q	D	24	E	25	E	26	E	27	F	26	G	28
Stanford Achievement Tests (SAT)	1982 E,F&G	P3	31	11	26	12	28	12	31	A	26	A	25
All Other Commercial Tests		27		27		28		32		29		28	
Locally Developed Criterion-Referenced Tests		75%		75%		75%		75%		75%		75%	

*The levels listed are those minimally acceptable for the grade indicated. If your district uses a higher level test, the MLP for the grade in question still remains the one indicated for that grade in the above chart.

MLP - National Percentile Scores
% - Raw Percentage of Items Answered Correctly

EQUIVALENT STATEWIDE STANDARDS

LANGUAGE ARTS (WRITING)

TEST	FORM	THREE		FOUR		FIVE		SIX		SEVEN		EIGHT	
		*LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP	LEVEL	MLP
California Achievement Test (CAT)	1985 E	13	15	14	16	15	18	16	26	17	32	18	29
	1978 C&D	13	29	14	28	15	37	16	42	17	46	18	45
Comprehensive Test of Basic Skills (CTBS)	1982 U&V	E	26	F	22	G	29	G	44	H	40	H	36
Iowa Tests of Basic Skills (ITBS)	1985 G&H	9	21	10	22	11	29	12	26	13	28	14	26
	1982 7&8	9	28	10	29	11	32	12	32	13	35	14	34
	1978 7&8	9	32	10	33	11	40	12	37	13	38	14	37
Metropolitan Achievement Tests (MAT)	1985 MAT6	E	6	E	25	I	22	I	11	A	18	A	10
	1978 JS&KS	E	17	E	27	I	27	I	22	A	22	A	16
Science Research Associates (SRA)	1984 P&Q	D	32	E	26	E	41	E	41	F	24	G	28
Stanford Achievement Test (SAT)	1982 E,F&G	P3	30	11	29	12	29	12	32	A	38	A	32
All Other Commercial Tests		23		26		30		31		32		29	
Locally Developed Criterion-Referenced Tests		77%		77%		77%		77%		77%		77%	

*The levels listed are those minimally acceptable for the grade indicated. If your district uses a higher level test, the MLP for the grade in question still remains the one indicated for that grade in the above chart.

APPENDIX I

EMPIRICAL TESTING NORMS

TEST	EDITION	FALL	SPRING
CAP	1980	October 1 - October 29	April 9 - May 7
CAT	1977	October 20 - November 17	April 20 - May 18
	1985	October 8 - November 5	April 18 - May 16
CIRCUS	1972-79	October 1 - October 29	April 26 - May 24
CRTM	1984	September 12 - October 10	May 2 - May 30
CTBS	1981	September 30 - October 28	April 8 - May 13
	1982	September 30 - October 28	April 15 - May 13
CTBS	1973	October 8 - November 5	March 25 - April 22
GATES	1978	October 1 - October 29	May 1 - May 29
ITED	1985	September 21 - October 19	March 28 - April 25
ITBS	1978-82	October 14 - November 11 (Primary)	April 14 - May 12
		October 16 - November 13 (Multiple)	April 14 - May 12
	1985	October 17 - November 14	April 14 - May 12
ITBS	1971-76	September 24 - October 22	April 14 - May 12
KAUFMAN K-TEA	1985	October 20 - November 17	April 13 - May 11
MAT	1978	October 1 - October 29	April 6 - May 4
	1985	October 1 - October 29	April 8 - May 6
NATIONAL	1985	October 3 - October 31	April 10 - May 8
NELSON RDG.	1977	October 14 - November 11	February 22 - March 22
READING YARDSTICKS	1981	September 24 - October 22	April 14 - May 12
SCAN-TRON SCRT	1985	October 1 - October 29	April 9 - May 7
SRA	1978	September 17 - October 15	April 8 - May 6
	1985	September 21 - October 19	March 28 - April 25
STRANFORD DIAG.	1984	September 21 - October 19	April 17 - May 15

TEST	EDITION	FALL	SPRING
STEP III	1978	September 21 - October 19	April 26 - May 24
SAT	1973	September 24 - October 22	April 21 - May 19
	1982	September 23 - October 21	April 21 - May 19
STANDARD DIAG.	1976	September 24 - October 22	April 14 - May 12
SURVEY OF BASIC SKILLS	1985	September 20 - October 18	March 28 - April 25
TAP	1978-82	October 15 - November 12	April 7 - May 5
	1985	October 17 - November 14	April 16 - May 14
TASK	1973	September 24 - October 22	April 24 - May 22
	1982	September 23 - October 21	April 21 - May 19
3-R's	1982	October 13 - November 10	April 14 - May 12
TOBE 2	1978	September 28 - October 26	March 29 - April 26

NOTE: - If testing takes place during a four week period before or after the dates listed above, interpolated scores must be used. Testing done more then four weeks before or after the norming dates cannot be used for the purposes of BSI evaluation.

APPENDIX J

IMPLEMENTATION CODES

Code 01 - Pretest Fall (1987) and Posttest Spring (1988): pretest not used for selection.

Code 02 - Pretest (Assessment/Selection) Spring (1987) and Posttest (Assessment/Selection) Spring (1988): pretest is used for assessment/selection. (Those districts using spring-to-spring evaluation designs are not required to implement the statistical adjustment.)

Code 03 - ESL/Bilingual Pretest in the native language Spring (1988) and Posttest in English Spring (1988).

Code 04 - ESL/Bilingual Pretest in the native language Fall (1987) and Posttest in English Spring (1988).

NOTE: LEAs testing out of the test norming period are required to report interpolated test scores.

PROGRAM EVALUATION SUMMARY REPORT FORMS

0095h

MIS H040030689

County: _____ District: _____

NEW JERSEY STATE DEPARTMENT OF EDUCATION
DIVISION OF COMPENSATORY/BILINGUAL EDUCATION

PROGRAM EVALUATION SUMMARY

PROGRAMS:
BASIC SKILLS IMPROVEMENT (Chapter I and SCE)
BILINGUAL and ESL (Local, State, Federal)

SCHOOL YEAR 1987-88
School Term September 1—June 30

SEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

PART I **SUPPORTIVE SERVICES AND PARTICIPANTS (CHAPTER I ONLY)**

SECTION A **Supportive Services (Chapter I Only)**

TYPE OF SERVICE		NUMBER OF STUDENTS			
		PUBLIC	NON-PUBLIC	NEGLECTED & DELINQUENT	TOTAL
(1)		(2)	(3)	(4)	(5)
1a	Attendance*				
2a	Social Support Services*				
3a	Child Study Examination				
4a	Guidance				
4b	Counseling				
4c	Other*				
5a	Health				
5b	Eye Glasses				
5c	Physical Examination				
5d	Physical Testing*				
5e	Physical Therapy*				
5f	Other*				
6a	Nutrition*				
7a	Pupil Transportation*				
8a	Other*				

*BRIEFLY DESCRIBE THE TYPE OF SERVICES PROVIDED ON THE BACK OF THIS FORM. ATTACH ADDITIONAL SHEETS AS NECESSARY.

County: _____ ☐☐ District: _____ ☐☐☐☐

SEA USE ONLY
ORIGINAL ☐☐☐ Mo. Day Year
REVISION ☐☐☐ Mo. Day Year
☐☐☐ Mo. Day Year

PART I

SECTION B **Program Staff (Chapter I Only)**

REFER TO INSTRUCTIONS BEFORE COMPLETING THIS SECTION

A. JOB CLASSIFICATION (1)		B. FULL-TIME EQUIVALENT (FTE)			
		PUBLIC (2)	NON-PUBLIC (3)	NEGLECTED & DELINQUENT (4)	TOTAL (5)
1	Administrative Staff	•	•	•	•
2	Teachers	•	•	•	•
3	Aides (Instructional)	•	•	•	•
4	Curriculum Specialists	•	•	•	•
5	Resource Personnel	•	•	•	•
6	Psychologist	•	•	•	•
7	Medical/Dental	•	•	•	•
8	Social Services	•	•	•	•
9	Aides (Non-Instructional)	•	•	•	•
10	Clerical	•	•	•	•
11	Other (specify)	•	•	•	•
12	Total Number Program Staff	•	•	•	•

County: ____ ____

District: ____ ____ ____ ____

PART I

SECTION C

Racial/Ethnic Group Summary (Chapter I Only) (Public Only)

SEA USE ONLY

ORIGINAL ____ ____ ____ (Mo Day Year)

REVISION ____ ____ ____ (Mo Day Year)

____ ____ ____ (Mo Day Year)

Instructions: For the total number of students reported in PART II, COLUMNS 2, 3, 8, 9, 14 and 15, record the number of public school Chapter 1 participants (male/female) by racial/ethnic group membership in the following table.

GRADE	AMERICAN INDIAN ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
PRE-K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
TOTALS										

County: _____ District: _____

PART I

SECTION C

Racial/Ethnic Group Summary (Chapter I Only)
(Non-public, Neglected/Delinquent)

SEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

Instructions: For the total number of students reported in PART II, COLUMNS 4, 5, 6, 7, 10, 11, 12, 13, 16, 17, 18, and 19, record the number of participants (male/female) by racial/ethnic group membership in the following table.

GRADE	NON-PUBLIC										NEGLECTED/DELINQUENT									
	AMERICAN INDIAN ALASKAN NATIVE		ASIAN/PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC		AMER. INDIAN ALA. NATIVE		ASIAN/PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
PRE—K																				
K																				
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
TOTALS																				

County: ● ☐☐ ● District: ☐☐☐☐

PART II

BASIC SKILLS IMPROVEMENT PROGRAM PARTICIPANTS (CHAPTER 1 FUNDS ONLY)
(Unduplicated Count)

SCHOOL YEAR 1987-88

SEA USE ONLY
ORIGINAL ☐☐☐ (Mo Day Year)
REVISION ☐☐☐ (Mo Day Year)
☐☐☐ (Mo Day Year)

Grade	SECTION A: Project Area Participants Funded Totally or in Part by Chapter I Funds																		SECTION B: Total Number of BSI Participants Funded Totally or in Part by Chapter I Funds					
	Both Communication and Computation						Communication Only						Computation Only						Unduplicated Counts					
	PUBLIC		NON-PUBLIC		N & D		PUBLIC		NON-PUBLIC		N & D		PUBLIC		NON-PUBLIC		N & D		PUBLIC		NON-PUBLIC		N & D	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)
PRE-K																								
K																								
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
TOTALS			101																			102		

County: _____ ☐☐ District: _____ ☐☐☐☐

PART III—SECTION A **STUDENT EXIT RECORD: BILINGUAL/ESL AND ESL—ONLY**

SEA USE ONLY
ORIGINAL ☐☐☐ (Mo Day Year)
REVISION ☐☐☐ (Mo Day Year)
☐☐☐ (Mo Day Year)

Please check one: ☐ Bilingual/ESL ☐ ESL—Only

GRADE	First-Year Students (Entered 9/87-6/88)		Second-Year Students (Entered 9/86-6/87)		Third-Year Students (Entered 9/85-6/86)		Fourth-Year Students (Entered 9/84-6/85)		Fifth-Year Students (Entered 9/83-6/84)		Sixth-Year Students (Entered 9/82-6/83)		Seventh (Eighth, etc.) Year Students (Entered before 6/82)	
	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Pre-K														
K														
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
Spec. Ed.		103												
TOTALS													104	

County: _____ District: _____

PART III—SECTION B

SEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

STUDENT EXIT RECORD:
BSI PARTICIPANTS FUNDED TOTALLY OR IN PART WITH STATE COMPENSATORY EDUCATION (SCE) FUNDS

	READING						WRITING						MATHEMATICS					
	First-Year Students (Entered 9/87-6/88)		Second-Year Students (Entered 9/86-6/87)		Third (Fourth, etc.) Year Students (Entered 6/86 or before)		First-Year Students (Entered 9/87-6/88)		Second-Year Students (Entered 9/86-6/87)		Third (Fourth, etc.) Year Students (Entered 6/86 or before)		First-Year Students (Entered 9/87-6/88)		Second-Year Students (Entered 9/86-6/87)		Third (Fourth, etc.) Year Students (Entered 6/86 or before)	
Grade	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited	Total	Number Exited
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)
K																		
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3																		
4																		
5																		
6																		
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9																		
10																		
11																		
12																		
TOTALS																		

County: ____ ____ District: ____ ____ ____ ____

SEA USE ONLY
ORIGINAL ___ ___ ___ (Mo Day Year)
REVISION ___ ___ ___ (Mo Day Year)

PART IV

MODEL A-1

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88

GRADES K-12
FOR BSI, ESL AND BILINGUAL PROGRAMS

Model A-1 Results Only

Funding Code	Content Area Code	Grade	Number Of Students	PRETEST INFORMATION					POSTTEST INFORMATION					NCE Score Gain	Implementation Code
				Month	Year	Instrument Code	Subtest Code	NCE Mean	Month	Year	Instrument Code	Subtest Code	NCE Mean		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
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County: _____ District: _____

BEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

MODEL A-2 (IF APPLICABLE)

PART V

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88 FOR BSI, ESL AND BILINGUAL PROGRAMS

Model A-2 Results Only

Funding Code	Content Area Code	Grade	Number of Students	NORMED TEST INFORMATION					PRETEST INFORMATION				NCE Equivalency	POSTTEST INFORMATION				NCE Equivalency	NCE Gain	Cor. Co.-Effic. NAT/ CRT	Rel. Co.-Effic. CRT
				Month	Day	Year	Instrument Code	Sub-Test Code	Month	Day	Year	Instrument Code		Month	Day	Year	Instrument Code				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)
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County: ____ ____ District: ____ ____ ____ ____

SEA USE ONLY
ORIGINAL ____ ____ ____ (Mo Day Year)
REVISION ____ ____ ____ (Mo Day Year)
____ ____ ____ (Mo Day Year)

PART VI

NON-MODEL REPORTING: FREQUENCY DISTRIBUTION

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88 FOR BSI, ESL AND BILINGUAL PROGRAMS

Non-model Results Only

Funding Code	Content Area Code	Grade	INSTRUMENT	Pre/Post	FREQUENCY DISTRIBUTION									
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
					1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
____	____	____	CODE: ____ Specify Name: ____ ____	1. PRE										
				2. POST										
____	____	____	CODE: ____ Specify Name: ____ ____	1. PRE										
				2. POST										
____	____	____	CODE: ____ Specify Name: ____ ____	1. PRE										
				2. POST										
____	____	____	CODE: ____ Specify Name: ____ ____	1. PRE										
				2. POST										
____	111	____	CODE: ____ Specify Name: ____ ____	1. PRE										
				2. POST								112		

County: _____ ☐☐ District: _____ ☐☐☐☐

NON-MODEL REPORTING: LEVEL OF PERFORMANCE

PART VII

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88 FOR BSI, ESL AND BILINGUAL PROGRAMS

SEA USE ONLY

ORIGINAL ☐☐☐ Mo Day Year

REVISION ☐☐☐ Mo Day Year

☐☐☐ Mo Day Year

Non-model Results Only

Funding Code	Content Area Code	Grade	Instrument	Number of Students	Pretest Level	Posttest Level	Changes in Levels
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

County: ____ District: ____

PART VIII

NON-MODEL REPORTING: DISTRIBUTION OF STUDENTS ABOVE AND BELOW THE MLP.

ACHIEVEMENT DATA SUMMARY FOR SCHOOL YEAR 1987-88
FOR BSI, ESL AND BILINGUAL PROGRAMS

SEA USE ONLY
ORIGINAL Mo Day Year
REVISION Mo Day Year
Mo Day Year

Non-model Results Only

Funding Code	Content Area Code	Grade	INSTRUMENT	Pre/Post	Number of Students Below the MLP	Number of Students Above the MLP	Total Number of Students
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			
			CODE PRETEST: Specify Name:	1. PRE			
			CODE POSTTEST: Specify Name:	2. POST			